EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

MI Reflections – Chapter 3

In Chapter 3, of *Multiple Intelligences in the Classroom*, the author Thomas Armstrong suggests ways for teachers to identify their students’ multiple intelligences (MI). Identifying an individual’s multiple intelligences in not a matter of simply taking a test. Rather, it is an on-going process involving careful observation and investigation in order to make an assessment. The text also underlines the need for teachers to recognize that as children develop, so do their MI’s and warns against pigeon-holing students into one intelligence. In order to evaluate student MI’s Armstrong suggests looking at student school records, documenting student work, special MI highlighting activities, and talking with colleagues, parents, and the students themselves.

As I was reading the line “one good way to identify students’ most highly developed intelligence is to observe how they misbehave in class” (Armstrong, p34), my mind went straight to my SED 101 class. During this class we discussed how all behavior is a form of communication. While at the time our focus was on identifying problems, I love the idea the author presents of using behavior as an indicator for student MI’s. Behavior is a way in which our students communicate their needs, and as a teacher it is important that I listen.